



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**  
**Pathway 3: January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC ☐ DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Bryan ISD's demographic data confirm that 23% of all new teachers, nearly one in every four, leaves the District every year. Consequently, Bryan ISD has a very high attrition rate and is in need of improved selection and support techniques to stem its very high turnover	Successful onboarding of 10 high quality candidates mentors and supervisors; Program evaluation instruments (e.g., application documents) designed as a means to capture progress and issues among the teacher candidates to ensure program persistence.
Per Bryan ISD's ESSA Equity Plan, the diversity of the teaching staff (70% white in relation to the diversity of the students (78% students of color and 24% ELL.) does not match.	Evidence-based 3-round recruiting and selection plans utilized to identify teacher candidates who are more likely to persist in Bryan ISD will be recruited from the EPP/CEHD's EC-6 Bilingual Education Program.
Demographic data validate that 51% of teachers have 5 years or less of teaching experience. Hence, Bryan ISD has a demonstrated need of a novel preparation and comprehensive induction plan.	The EPP will provide the observation, evaluation, feedback, professional development, and field-based opportunities through Comprehensive 'Community' Induction Plan (CCIP) that will occur over a 3-stage time frame and continue for the first 2 years if teacher candidates' employment w/Bryan ISD.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

At the end of the 2019-2020 academic school year that includes a year-long authentic and rigorous residency program, 100% of the 10 high-quality aggieTERM EC-6 Bilingual and English as a Second Language teacher candidates will be hired by Bryan ISD, as measured by project evaluation data (e.g., application documents, individualized induction plan, edTPA performance assessment, TExES certification scores, program surveys, and residents' school placement data) embedded in a Comprehensive Community Induction Approach.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Need 1, Decrease 23% Attrition: (A) 100% of teacher candidates are identified as having the cultural and experiential background that predicts their persistence in the program and District (B) 100% express commitment to remain in Bryan ISD for the 2020-21 academic school year  
 Need 2, Improve Teacher-Student Demographic Gap: (A) 100% of the 10 teacher candidates are identified as being reflective of the Bryan ISD student demographics (B) 100% of teacher candidates, per the HSTP and Cultural Attitude Belief Inventory (CABI), have the disposition for teaching underserved learners  
 Need 3, Improve New Teacher Support: (A) Comprehensive 'Community' Induction Plan w/ Individualized Induction Plan (IIP) SEE ADDENDUM 5

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Need 1, Decrease 23% Attrition: 100% of the teacher candidates of the express the desire to remain in Bryan ISD for the 2020-21 academic school year  
 Need 2, Improve Teacher-Student Demographic Gap: (A) 8 of 10 teacher candidates come from similar backgrounds as BISD's K-12 learners (B) 100% of the remaining 8 candidates enjoy working with diverse learners and their families;  
 Need 3, Improve New Teacher Support: (A) 100% of teacher candidates agree on the induction evaluation surveys that "training offered by CEHD and Bryan ISD helps me to be effective in my job"; (B) 100% of the mentor teachers, school leaders, and field supervisors rate the teacher candidates as 'proficient' on the observation forms; (C) CEHD will provide candidates with teacher certification, evidence based coursework, with a year-long authentic residency and will be evaluated in a school setting; district orientation; topics in culturally relevant pedagogy; conferencing w/Parents workshop; ; edTPA workshops [SEE ADDENDUM 5]

**Third-Quarter Benchmark**

Need 1, Decrease 23% Attrition: (A) 80% persist in the aggieTERM program; (B) of the 80%, 100% express the desire to remain in Bryan ISD for the 2020-21 academic school year  
 Need 2, Improve Teacher-Student Demographic Gap: (A) 8 of 10 teacher candidates come from similar backgrounds as BISD's K-12 learners (B) 100% of the 8 candidates enjoy working with diverse learners and their families  
 Need 3, Improve New Teacher Support: (A) 100% of teacher candidates agree on the induction evaluation survey that "training offered by CEHD and Bryan ISD helps me to be effective in my job"; (B) 100% of the teacher candidates successfully complete their edTPA performance assessments; (C) 100% of the mentor teachers, school leaders, and field supervisors rate the teacher candidates as 'proficient' on the observation forms; (D) 100% successfully complete their TExES content certification [SEE ADDENDUM 5]

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

NEED 1: Using the 10 Teacher Induction Standards (New Teacher Center) residency experts and consultants review aggieTERM's recruitment, selection, and induction models, as well as evaluation instruments (e.g. application documents, individualized induction plan, edTPA performance assessment needs, program surveys, etc.) and changes to these protocols are guided by evidence-based recommendations.

NEED 2: aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet monthly to review data from surveys to determine what's working and identify areas of improvement; induction approach is revised as needed to include interventions (e.g. of increased contact time with mentors, growth plans, community events, etc.).  
 aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet twice monthly to review feedback from data of teacher candidates' and promote activities to determine community match and satisfaction by teacher candidates. Where there are little cultural connections, additional cultural responsive training will be provided (e.g. neighborhood visits; cultural events; literature/assigned readings; roundtables, etc.).

NEED 3: aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet twice monthly to review feedback from teacher candidates' surveys, semi-structured interviews, individualized induction plans, and activities to determine teacher candidates' proficiencies and deficiencies give insight for how to adapt induction plans.

- Coaching provided to teacher candidates to improve pedagogical skills.
- Growth plans will be implemented for all teacher candidates to support struggling teachers and reinforce effective practices

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☐ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☐ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☐ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☐ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☐ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
  - ☐ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☐ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☐ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.



**Statutory/Program Requirements**

**PATHWAY THREE:** Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.**

In 2018, CEHD launched the Good Neighbor Project with local school districts – a recommitment to address common educative needs with local school districts within a 35-mile radius of TAMU. Leaders from BISD and CEHD value each other's expertise and perspectives. A new Memorandum of Agreement (MoA) was recently signed in 2018, and sets the stage to further develop mutual trust and respect to govern our partnership. In addition, a letter of support from BISD for aggieTERM is also attached to this application. [SEE ATTACHMENT FOR FULL DESCRIPTION OF PLANS]

#### RETENTION PLAN

In order to select teacher candidates that that effect the student diversity of Bryan ISD, the following 3-round process will be employed.

Round 1. Round 1, worth 100 points, will be an open application for all EC-6 3rd year education majors. This online application is designed to collect academic variables (GPA, Certifications), cultural variables (Language Proficiency, Gender, Parental Education, and Race), experiential variables (background experience predictive of teacher persistence and effectiveness), and commitment to teaching (why teaching in high need school and why teach in BISD?). R

Round 2, worth 100 points, begins with the top 20 candidates from round 1 based on rankings of cumulative scores out of a possible 100 points. This round is focused on teachers' dispositions and cultural beliefs, and will feature to assessments. Performance on each assessment will be ranked ordered, and used to select the top 15 candidates.

1. Haberman Star Teacher Pre-screener is a 50 item survey reliable and valid survey (Waddell & Marszalek, 2018) that is designed to measure ten dimensions of teacher readiness for high-needs schools (Haberman, 2005). The results of the questionnaire will be ranked ordered.

2. Cultural Awareness Beliefs Inventory (CABI) is a 50 item reliable and valid survey (Natesan & Kieftenbeld, 2013) that is designed to measure teachers beliefs about teaching African American, Hispanic and low-income learners. The results of the survey will be ranked ordered.

Round 3 (Top 15 Candidates). Round 3 starts with the top 15 candidates from round 2, which will screen out candidates least likely to persist in an underserved or high-need schools, and those who possess the positive attitudes about diverse learners (Haberman, 2005; Hill-Jackson & Stafford, 2017; Hill-Jackson et al., forthcoming). Round 3 is conducted through Bryan ISD's Human Resources processes for hiring teachers, which includes completing BISD teacher applications, reference checks, criminal/fingerprint check, and interview process. Bryan ISD leadership then selects the top 10 candidates at the conclusion of the interview process.

#### SUPPORT/INDUCTION PLAN

Comprehensive community induction plan (CCIP). Bnduction begins prior to the start of teaching and includes an acclimation to the learners, families, community, school, school district, and the profession (Breux & Wong, 2002). In addition, the churn of teachers is exacerbated among new teachers of color. Consequently, it is critical that induction begins prior to hiring the diverse teacher candidates in the aggieTERM program. The general themes that aggieTERM's Comprehensive Community Induction Plan (CCIP) addresses can be organized into two overarching goals: To provide an orientation and activities to familiarize the inductee with BISD and to cultivate the professional knowledge, skills, and dispositions of the inductee. The scheme for supporting novice teachers in CCIP is cemented in evidence-based approaches that are comprehensive, coherent, and sustainable (Wong, 2005).

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit		X \$5,500 =	
Number of high schools with existing Education and Training courses in 2018-2019		X \$6,000 =	
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
<b>Total Request for Pathway 1</b>			

**PATHWAY TWO**

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification		X \$11,000 =	
Request for Pathway 2			
Request for Pathway 1			
<b>Total Combined Request for Pathways 1 &amp; 2</b>			

**PATHWAY THREE**

☒ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	10	X \$22,000 =	220,000
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			220,000

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Induction specialist/Coach-Bryan ISD	5000
Recruitment/Pre-induction team (Bryan ISD and CEHD)	5000
Mentor Teachers - Bryan ISD (10, 1:1 ratio)	10,000
University Supervisors-CEHD (3)	12000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Program Leaders'/Co-PIs Stipends (5 leaders)	5000
Evaluator/Monitoring Officer	5000
Community Mentors-Bryan Community (4)	1000

**SUPPLIES AND MATERIALS (6300)**

Induction/Curriculum Material	7200

**OTHER OPERATING COSTS (6400)**

Teacher Candidates' Stipends (10)	150,000

Total Direct Costs 200,200

Should match amount of Total Request from page 8 of this application

Indirect Costs 19,800

**TOTAL AMOUNT REQUESTED** 220,000

Total Direct Costs plus Indirect Costs

Grow Your Own Grant  
Pathway 3 Grow Your Own Program Attachment

**Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment**

**Program Participants:** Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

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**Type of Program:** Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

Aggie Teacher Education Residency Model (aggieTERM): A Year-Long Clinical Teaching Experience

**Question 1: EPP Quality.** Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- X The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- X The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

**Historical Data**

**Teacher Certification**

Established in 1969, the College of Education and Human Development (CEHD) at Texas A&M University is an Educator Preparation Program that houses several undergraduate programs in education in the Department of Teaching, Learning, and Culture (TLAC).

**EC-6 Program.** According to the Texas State Certification Requirements, TLAC undergraduate students may select to be certified in either an **Early Childhood (EC) through 6th grade Generalist Program or a Middle Grade Program**. With a teacher candidate demographic profile that is 80% white, 20% non-white, 99.5% female, and .5% male, the EC-6 Generalist Certification Program is a heavily field-based program. Students spend extensive time in early childhood and elementary classes and classroom work with the completion of 122-124 credit hours that lead to the Bachelor of Science Degree (B.S.) with a major in Interdisciplinary Studies (INST). Students pursuing certification in these degree programs are also certified in English as a Second Language and given dyslexia training.

Undergraduate students are required to follow and maintain all student responsibilities in order to remain in the program. Per certification data, the passing rates candidates of the EC-6 Core Subjects are as follows:

2015-2016	95.2%
2016-2017	97.8%
2017-2018	92.6%

Students in any of the EC-6 tracks adhere to a prescribed degree program and must meet the requirements of Texas the A&M University Core Curriculum, required hours by the State of Texas in Content Area and Pedagogy, and Field Based Courses. According to the Texas Examinations of Educator Standards (TExES) and program data for 2017, CEHD has a lauded history of producing the highest number of certified teachers:



#1 in producing teachers in General Elementary (EC-6 Core)  
#5 in producing teachers in Bilingual Education  
#1 in producing teachers in English, Language Arts and Reading  
#1 in producing teachers Math and science  
#7 in producing teachers in Special Education  
(Texas Education Agency [TEA], 2017)

**The Bilingual Education (BIED) Program.** The Bilingual Education Undergraduate Program (herein referred to as BIED) prepares pre-service teachers so that they can be certified to teach in EC-6, in second language acquisition settings: **Bilingual, Dual Language, and English as a Second Language (ESL)** settings. The BIED program, although small, often ranks first in the preparation of bilingual education teachers for Texas. The BIED program is a specialized program servicing about 70 - 80 students (from undeclared freshmen students to clinical teachers). The program admits about 20 - 23 students per year at the professional phase, which is typically when teacher education students are in their junior year. The program graduates a smaller cohort in the fall of about 6 to 9 clinical teachers. In the spring the program graduates about 8 to 14 clinical students. Of those students, the majority are first generation Latino students. The majority of our students desire to teach in the Bryan and College Station areas. According to trends over the last three years, our candidates are:

10% male  
90% female  
20% non-Hispanic (white, African American or other)  
80% First Generation  
50 - 60% from local community

And in terms of quality, the program has been referred to as top quality across the state. In 2017, Educational Testing Services (ETS) contracted with evaluators to visit the College Station campus to learn what we were doing to help our students prepare for and pass the Bilingual Education Target Language Proficiency Test because it is the exam that has the lowest pass rates in teacher preparation. BIED students are passing it a higher rate than those of others teacher preparation programs across the state. According to the Texas Examinations of Educator Standards (TExES) and program data for 2016 – 2017, the pass rates for the BIED teaching candidates' certification exams are as follows:

Bilingual Supplemental - 100%  
Bilingual Target Language Proficiency Test - 89%  
Core Subjects - 93%  
Pedagogy and Professional Standards (PPR) - 99%

The BIED Program, in cooperation with TLAC, is designed to prepare bi-literate educators to serve as competent, ethical, and caring professionals. Our program prepares teacher leaders in bilingual education to address the cognitive, linguistic and affective needs of English Language Learners. Our graduates are committed to the implementation of evidence based practices, bilingual pedagogy linked to strong instructional design, and assessment that informs instruction. They understand the importance of collaboration and partnerships with the community, families, and colleagues. We support each student in developing professional goals and the habits of a reflective practitioner for continued professional and personal growth.

#### **Clinical Teaching Program Structure**

During clinical teaching, students in the current traditional training programs spend 15 weeks in clinical teaching. All prospective teachers are placed through the Field Placement Office in our college, ensuring that 100% of our clinical teachers are placed in classrooms directly in their area of content expertise.

Once admitted into the upper level Teacher Education program, students complete a series of field experiences.

- The Field Experiences Office is responsible for administering and organizing field placements. Students complete a consecutive series of methods blocks as part of their degree plan, before completing their clinical teaching experience the final semester before graduation.
- All cooperating/mentor teachers must have a minimum of three years of teaching experience, and all schools must have received satisfactory ratings from the Texas Education Agency for a minimum of three years.
- All university supervisors must have a minimum of three years teaching experience, master's degree, current Texas teaching certification, current principal (mid-management) or superintendent certification, accomplished educator (as shown by student learning), experience mentoring new teachers, Texas Teacher Evaluation and Support System (T-TESS) Field Supervisor or Appraiser trained, and must supervise students for one academic year.
  - All clinical teachers complete an online evaluation on their cooperating teacher and university supervisor.
- During this final semester, the cooperating teacher, prospective teacher, and Texas A&M University Supervisor meet to discuss the student's performance. The supervisors use a Teacher Observation Form (with T-TESS domains of practice) to provide feedback. During the semester, prospective teachers move through a progression, taking on more responsibility and having more autonomy as they move further through the semester and demonstrate growing skills and behaviors.
  - During the first week of the experience, prospective teachers observe the classroom environment, teachers' instructional techniques, and interpersonal communication styles and relationships.
  - During the observation phase, students are engaged in intentional observation, reflecting on what they have seen and critically examining how and why different activities take place. Following the observation phase, prospective teachers move to the assisting stage, in which they become more involved with the students, engaging in activities such as checking attendance, grading papers, and monitoring and assisting students.
  - The teaming phase follows in week three in which they work with their cooperating teacher to co-create lesson plans and co-teach lesson plans. This allows prospective teachers to gain experience and gather important feedback from the cooperating teacher.
  - During the fourth week, the teaching/lesson plan phase allows prospective teachers to assume some responsibility for planning and teaching. Lesson plans are developed in advanced and submitted to the cooperating teachers for approval or revision, as necessary.
  - The fifth week begins the phase of full responsibility. During this week and throughout the rest of the semester, they develop the lesson plans and teach as if they were the primary teachers.
  - Throughout the semester, prospective teachers receive feedback from their cooperating teachers and the university supervisors to ensure that they are achieving key competencies throughout the capstone Clinical Teaching experience. At the end of the semester, prospective teachers are given a summative evaluation that parallels with current Texas evaluation for all teachers.

### ***Full Responsibility***

- A gradual building of teaching responsibility leads to the full responsibility experience. This means that for consecutive days, the clinical teacher has the full responsibility of planning and teaching the whole school day as if she/he were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher.
- There are two periods of full responsibility (10 days each) during the semester, usually during weeks 5-7 and during weeks 10-13. If preferred, the first full responsibility can be split into 2 one-week sessions. For example, the clinical teacher would have full responsibility week 5, take week 6 to reflect/conference with the cooperating teacher, and continue full responsibility week 7. These times may be flexible to meet individual classroom needs.
- See Clinical Teacher Responsibilities: Addendum 1

### ***Observations/Reflections***

- Supervisors conduct a pre-conference prior to each formal observation. Two informal and four formal observations are completed by the university supervisor. Following each observation, the supervisor discusses progress during an interactive post-conference with the clinical teacher. Clinical teachers must submit a reflection based on each formal observation. The formal observations are submitted electronically and are based on the T-TESS Appraisal Framework.

### ***Three way Conferences/Evaluations/Reflections***

- At the midpoint and conclusion of clinical teaching, the cooperating teacher and university supervisor meet to discuss progress followed by a three-way conference and evaluation. During the conference, supervisors and cooperating teachers will review development and discuss formal/informal observations. Clinical teachers must submit a reflection based on each evaluation. The evaluations are submitted electronically and are based on the T-TESS Appraisal Framework. The Texas Teacher Evaluation and Support System (T-TESS) is the recommended teacher appraisal system for the state of Texas designed by educators to support teachers in their professional growth.
- See Mentor Responsibilities: Addendum 2
- See University Supervisor Responsibilities: Addendum 3

**Question 2: EPP and LEA Partnership.** Applicant must describe the plan for the partnership between the EPP and LEA(s).

X The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.

X All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

### **EPP and LEA Partnership**

Nestled in the heart of Brazos Valley, the Bryan Independent School District (BISD) is located in a small to medium size town in Bryan, Texas with around 87,000 citizens and just over 16,000 K-12 students. The College of Education and Human Development (CEHD), an Educator Preparation Program (EPP) at Texas A&M University (TAMU), is situated next door to BISD and is dedicated to supporting campus and community educational endeavors. A longstanding and highly respected partner, every semester BISD hosts 200-300 teacher candidates in early field through clinical teaching experiences. In 2018, CEHD launched the Good Neighbor Project with local school districts – a recommitment to address common educative needs with local school districts within a 35-mile radius of TAMU. Leaders from BISD and CEHD value each other's expertise and perspectives. A new Memorandum of Agreement (MoA) was recently signed in 2018, and sets the stage to further develop mutual trust and respect to govern our partnership. In addition, a letter of support from BISD for aggieTERM is also attached to this application.

Teacher quality and retention continue to be salient issues in the teaching profession. A recent national study on teachers' self-efficacy reveals:

More new teachers in low-poverty schools than in high-poverty schools reported feeling well prepared to handle a range of instructional tasks—from teaching their subject matter (85 vs. 75 percent), to disciplining students (60 vs. 48 percent), to differentiating instruction (62 vs. 50 percent)—in their first year in the classroom. (Iasevoli, 2018, para. 6)

These statistics, juxtaposed with underserved school districts' growing teacher-student demographic gap (Boser, 2014; Goldhaber, Theobald, & Tien, 2015; Pew Research Center, 2014) and district leaders' inability to place teachers in hard-to-staff schools (Achinstein, Ogawa, Sexton, & Freitas, 2010) predicts a dismal forecast for retaining teacher talent. Bryan ISD's needs for aggieTERM are to: (1) reduce 23% annual attrition; (2) better induct/support the 51% of teachers with less than five years of experience; (3) improve teacher-student diversity gap – currently the teachers are 70% white and 20% Hispanic, while the K-12 students are 78% of color (56% Hispanic and 19.1% African American learners), 75% economically disadvantaged, 24% ELLs, and 68% placed at-risk (TEA, 2018).

There are mounting calls to elevate and transform teaching, and many argue that teacher residencies are part of the answer: more clinical teaching time (Darling-Hammond, 2010), increased opportunities to connect practice to theory (Zeichner, 2010), enhanced induction (Wang, Odell, & Schwillie, 2008) and instructional coaching (Denmark, 2013; Dunn & Villani, 2007; Gardiner, 2011; Hobson, Ashby, Malderez, & Tomlinson, 2009) are the crucial elements of a teaching residency program. Teacher education scholars report that teacher residencies produce classroom-ready teachers who are committed to teach in hard-to-staff school districts. Teacher preparation leaders are disturbed by the revolving door of new teachers, especially given growing evidence that it harms school organizations, teachers, and students (Boyd, Lankford, Loeb, &

Wyckoff, 2005; Guin, 2004). For instance, Ronfeldt, Loeb, and Wyckoff (2013) documented the negative impact of teacher attrition on the mathematics and reading achievement of elementary students. Residency programs may help to stem the increased attrition faced by some Texas school districts, improve the diversity of teachers relative to student diversity, and provide a mechanism to support novice teachers through meaningful induction.

The Aggie Teacher Education Residency Model (aggieTERM), housed in the Department of Teaching, Learning, and Culture in CEHD at Texas A&M University, will be a selective residency program for prospective teachers to teach in an underserved / high-needs school district. aggieTERM is short-term response with long-term personnel implications for Bryan ISD with staffing challenges. Our overarching SMART Goal: *At the end of the 2019-2020 academic school year that includes a year-long authentic and rigorous residency program, 100% of the 10 high-quality aggieTERM EC-6 Bilingual and English as a Second Language teacher candidates will be hired by BISD, as measured by project evaluation data (e.g., application documents, individualized induction plan, edTPA performance assessment, TExES certification scores, program surveys, and residents' school placement data) embedded in a Comprehensive Community Induction Approach.* Figure 1 displays the investments, outputs, and outcomes of the aggieTERM project. Based on BISD's needs, the aggieTERM program will produce and support 10 highly effective EC-6 bilingual or ESL aggieTERM teacher candidates who reflect BISD's student demographics will be placed in a year-long clinical teaching experience in Bryan ISD during 2019-2020 school year and hired by BISD for the 2020-2021 school year. Eventually, these 10 highly effective aggieTERM teachers will remain in Bryan ISD beyond five years and have significant impact on the academic achievement of Bryan ISD's learners.

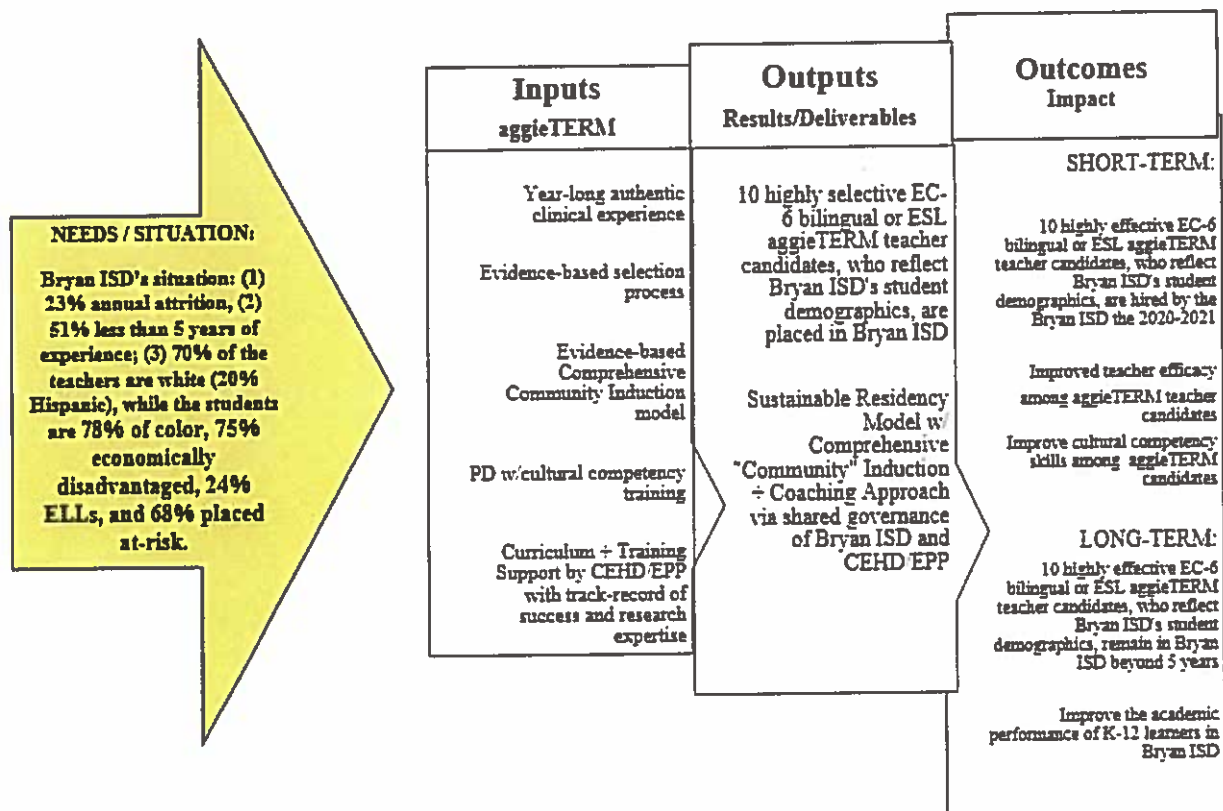


Figure 1. aggieTERM logic model.



### 3-Stage Plan for aggieTERM

Using the research on the 10 best practices from the most sophisticated partnerships between school districts and teacher preparation programs (Education First, n.d.), and focused on the staffing needs of BISD, the BISD-CEHD partnership has developed a 3-stage roadmap (*initiation, implementation, and continual improvement*) that establishes the shared governance of our prospective aggieTERM program.

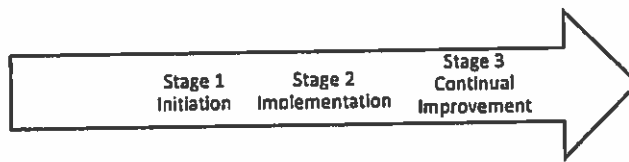


Figure 2. A 3-stage plan for aggieTERM.

**Stage 1: Initiation stage, a shared vision for preparing future teachers.** The BISD-CEHD partnership created the aggieTERM as a direct response to the 23% teacher attrition throughout BISD and difficulties filling their teacher pipeline, particularly as a hard-to-staff district. Together, we looked at data and patterns within our community, specifically on issues related to literacy, English as a second language, poverty, student demographics, and teacher retention, and decided to focus on encouraging and supporting 10 promising EC-6 bilingual or ESL teachers — forming the aggieTERM program. Working together, BISD and CEHD have crafted a vision for talent development and both are jointly responsible for developing new teacher candidates and future teachers their fullest potential to ensure goals that support new teacher development are met. Owning that responsibility, BISD and CEHD have initiated the following processes:

- BISD and CEHD reviewed BISD's teacher staffing data, as well as student demographic and achievement data. The aggie TERM team consists of the Associate Superintendent of Teaching and Learning as well as four practitioners and researchers in the CEHD (See Addendum 4 for the team's bios). As a result of our collaboration, the decision to target efforts to identify and support EC-6 teacher candidates with bilingual or English as a second language training was confirmed. As a result of the needs assessment, BISD and CEHD have agreed upon a shared vision to improve teacher quality at the early childhood through grade six level over the next five years - a vision of a highly qualified and stable workforce for BISD.
  - The outcomes of the TEA GYO grant will produce 10 well-prepared and effective teachers in high-needs schools, stronger professional practice, relevant content knowledge, higher numbers of fully licensed, and early elementary / bi-lingual education teachers who remain in BISD who foster increased student achievement in high-needs schools.
- The BISD-CEHD partnership has co-created a preliminary plan for aggieTERM that includes a recruitment and selection plan, as well as an induction plan that aligned to quarterly benchmarks, critical success factors, and milestones for the aggieTERM program (see Addendum 5).

**Recruitment and selection plan.** The selection process for identifying the teacher candidates / participants of the aggie TERM program is focused on recruiting ten residents that reflect the diversity of Bryan ISD's student population with greatest likelihood of persisting in a diverse school district. Bryan ISD is a culturally diverse and economically underserved community with Hispanic and African American learners of the student body at 56% and 19.1%, respectively. Additionally, 28% of students in Bryan ISD speak English as a second language, 68% are learners placed at-risk, and 78% of students are eligible for free or reduced lunch. We seek to select candidates that reflect varying combinations of cultural, linguistic, and

economic diversity. Therefore, our research-based screening process features three rounds of competitive selections yielding residents with the greatest likelihood of being successful in a high-need school system, while contributing to teacher diversity. The selection process relies on predictive analytics of effective pre-service teacher dispositions in urban schools (Baskin & Ross, 2002; Baskin Ross, & Smith, 2016; Haberman, 2005; Hill-Jackson & Stafford, 2017; Waddell & Marszalek, 2018), and culturally responsive teaching (Gay, 2010; Ladson-Billings, 2009). These frameworks provide insights into the types of knowledge, skills, and dispositions that correlate with teacher longevity and effectiveness in high need schools (Hill-Jackson, Hartlep, & Stafford, forthcoming). Overall, we will consider academic, cultural and experiential variables, and candidate's commitment to teaching in high need schools throughout the selection process. With a charge of shared governance, the aggieTERM leaders will appoint a five-member recruitment team, from Bryan ISD and the EPP at TAMU, to create and implement the policies and materials needed to following recruiting and selection

*Round 1.* Round 1, worth 100 points, will be an open application for all EC-6 3rd year education majors. This online application is designed to collect academic variables (GPA, Certifications), cultural variables (Language Proficiency, Gender, Parental Education, and Race), experiential variables (background experience predictive of teacher persistence and effectiveness), and commitment to teaching (why teaching in high need school and why teach in BISD?).

#### Academic Variables

1. GPA - 5 points (2.75 - 3.0 = 3 points; 3.1 - 3.5 = 4 points; 3.5-4.0 = 5 points)
  - a. Education majors are required to maintain a 2.75.
2. Types of Certifications Sought - 5 points (EC-6 with ESL - 3 points; EC-6 with Bilingual - 5 points)
  - a. All TAMU education majors graduate with an ESL endorsement

#### Cultural Variables

1. Bilingual - 10 points (Beginner 3, Intermediate 7, Advanced 10)
  - a. We will use the Cervantes Spanish language test has 53 questions divided into 5 levels, from beginners (A1) to advanced (C1).
2. Reflect Diversity of Bryan ISD - 10 points (Race, Gender and Economic match) - 10 points
  - a. Any diversity marker is worth 10 points.

#### Experiential Variables (These background experiences correlate to persistence and effectiveness in underserved schools)

1. P-12 Resident of Brazos Valley - 10 points
  - a. Being a resident of the locate community creates deep connections with the community making it less likely for pre-service teachers leave the district.
2. Educated in Diverse Schools - 10 points
  - a. Pre-service teachers educated in diverse school settings have greater insights into community strengths, assets and resources that can be leveraged in classrooms and in their interactions with children and parents.
3. Educated in a Bilingual, Dual Language, or ESL Classrooms - 10 points
  - a. Teachers proficient in language development are in high need in Bryan ISD, pre-service teachers who are second language learners exhibit higher levels of sensitive to student needs.
4. First Generation - 10 points
  - a. First generation students share similar family and life experiences to students in high-need schools, which enables them to build productive relationships with families and students.
5. Non-traditional Student - 10 points
  - a. Non-traditional students tend to be older with more life experiences enabling them to support the complex social-emotional needs of urban learners.
  - b. Educational Philosophy - 20 points

### Commitment to teaching in high needs schools - 20 points

1. These essay questions will address:

- a. Why do you (candidate) want to teach in a high need school?
- b. Why do you (candidate) want to build your career in Bryan ISD?

*Round 2 (Top 20 candidates).* Round 2, worth 100 points, begins with the top 20 candidates from round 1 based on rankings of cumulative scores out of a possible 100 points. This round is focused on teachers' dispositions and cultural beliefs, and will feature to assessments. Performance on each assessment will be ranked ordered, and used to select the top 15 candidates.

1. Haberman Star Teacher Pre-screener is a 50 item survey reliable and valid survey (Waddell & Marszalek, 2018) that is designed to measure ten dimensions of teacher readiness for high-needs schools (Haberman, 2005). The results of the questionnaire will be ranked ordered.
2. Cultural Awareness Beliefs Inventory (CABI) is a 50 item reliable and valid survey (Natesan & Kieftenbeld, 2013) that is designed to measure teachers beliefs about teaching African American, Hispanic and low-income learners. The results of the survey will be ranked ordered.

*Round 3 (Top 15 Candidates).* Round 3 starts with the top 15 candidates from round 2, which will screen out candidates least likely to persist in an underserved or high-need schools, and those who possess the positive attitudes about diverse learners (Haberman, 2005; Hill-Jackson & Stafford, 2017; Hill-Jackson et al., forthcoming). Round 3 is conducted through Bryan ISD's Human Resources processes for hiring teachers, which includes completing BISD teacher applications, reference checks, criminal/fingerprint check, and interview process. Bryan ISD leadership then selects the top 10 candidates at the conclusion of the interview process.

*Comprehensive community induction plan (CCIP).* Induction is defined as "preplanned, structured, and short-term assistance programs offered in schools for beginning teachers" (Lawson, 1992, p. 163). Because it may take up to five years for teachers to become confident and highly skilled (Johnson, Kardos, Kauffman, Liu, & Donaldson, 2004), the induction and mentoring of novice teachers to help them develop both proficiency and confidence is essential for student achievement. Induction begins prior to the start of teaching and includes an acclimation to the learners, families, community, school, school district, and the profession (Breux & Wong, 2002). In addition, the churn of teachers is exacerbated among new teachers of color.

While all schools and students can benefit from more effective teachers, the power of high-quality induction has special significance for schools that serve a disproportionate number of low-income and minority students. In such schools, teacher turnover is generally higher—and sometimes rampant. High-quality induction programs can help to provide the specialized support that new teachers need and transform these schools into strong professional communities where educators want to stay and work—and be more successful in working with students. (Goldrick, Osta, Barlin, & Burn, 2012, p. ii)

Consequently, it is critical that induction begins prior to hiring the diverse teacher candidates in the aggieTERM program. The general themes that aggieTERM's Comprehensive Community Induction Plan (CCIP) addresses can be organized into two overarching goals: To provide an orientation and activities to familiarize the inductee with BISD and to cultivate the professional knowledge, skills, and dispositions of the inductee. The scheme for supporting novice teachers in CCIP is cemented in evidence-based approaches that are *comprehensive, coherent, and sustainable* (Wong, 2005). Figure 3 exhibits the CCIP experience, which continuously embeds the needs of BISD, community mentoring, and coaching for effective instruction.

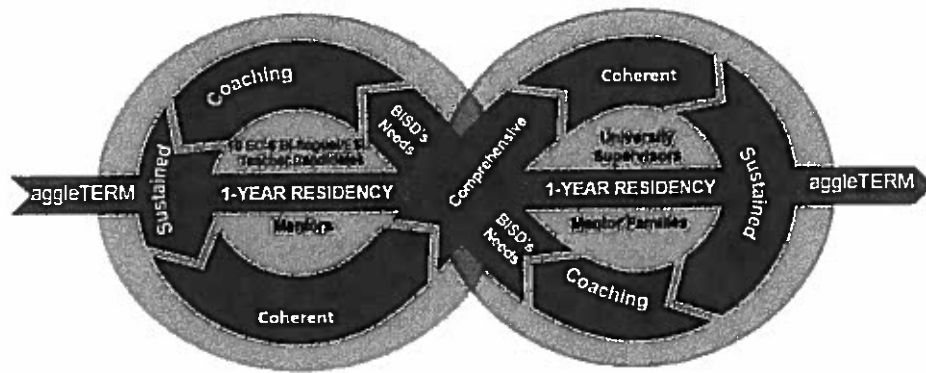


Figure 3. aggieTERM's Comprehensive Community Induction Model.

*Comprehensive.* aggieTERM has a structure to the program, consisting of many activities/components/strategies and stakeholders. Comprehensive induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, decrease the costs human resources for school districts, and increase student learning (Ingersoll & Strong, 2011). aggieTERM utilizes mentors, a site coordinator/coach, university supervisors, program leaders, community mentor, and a BISD-CEHD leadership team to provide a 'culture of community' for the aggieTERM teacher candidates.

The National Education Association suggests that beginning teachers receive induction experiences that scaffold in three stages of induction (National Foundation for the Improvement of Education [NFIE], 1999). In stage one, the focus is on the practical skills and information for understanding the teacher profession. In stage two, teacher candidates are honing their knowledge of pedagogy and fine-tuning their classroom management proficiency. By the third stage of induction, teacher candidates acquire a more nuanced understanding of instructional strategies and seek professional development that is more attuned to the needs of their learners (see Figure 4).

STAGE	FOCUS
1 <sup>st</sup> Stage	Practical skills and information <ul style="list-style-type: none"> <li>• Where to order supplies</li> <li>• How to organize a classroom</li> <li>• Where to find instructional resources</li> <li>• What kind of assistance the teacher association can provide</li> </ul>
2 <sup>nd</sup> Stage	The art and science of teaching and on polishing classroom management
3 <sup>rd</sup> Stage	A deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students

Figure 4. Stages of induction for beginning teachers.

Source: National Foundation for the Improvement of Education

*Coherent.* The various factors, program endeavors, and stakeholders are rationally linked to each other and undergirded by 10 Teacher Induction Standards (New Teacher Center [NTC], 2018). Using current senior methods and clinical teaching structures, aggieTERM can adapt these processes to logically connect a community for support for teacher educators.

*Sustained.* The ideal form of induction is well-articulated is sustained for many years. Following best practices, aggieTERM will include support to its teachers beyond the first year of the residency. Novice teachers need ongoing emotional (Dickee, Parker, Holzberger, Kunin-Habenicht, Kunter, Leutner, 2015; Hill-Jackson, 2018; Ripski, LoCaslae-Crouch, & Decker, 2011) and instructional (Dunne & Villani, 2007) support for the first three years of their practice. Meaningful induction may improve the efficacy of new teachers (NTC, 2018) and it helps them forge deep connections with the school district and the community (Wang, et al., 2008).

The objectives of CCIP are to:

- provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers;
- guide teacher candidates in creating an individualized induction plan (IIP) for continued assistance to face the challenges of the new teacher;
- cultivate a professional attitude toward teaching and learning, and working with others such as students, parents, and colleagues;
- ensure a continuum of professional development activities for two or more years;
- build a strong sense of administrative support with a campus coordinator;
- supply coaching support with trained coaches;
- structure networking opportunities with new and veteran teachers;
- deliver opportunities to visit demonstration classrooms;
- utilize formative and summative assessment data to inform decision that support the new; and
- assist in the development of teacher candidates' pedagogical skills for student achievement (Wong, 2002).

**Stage 2: implementation stage.** After plans have been co-created in the initiation phase, the aggieTERM program participants will work as a team to identify and select high quality teacher candidates. BISD and CEHD will implement the CCIP model in which BISD community mentors, mentors, site leaders, and university supervisors enact a 'culture of family' so clinical teachers feel connected to a District that is committed to their long-term service to BISD learners and the community. The aggieTERM team recognizes the elements as essential to an effective first year in a three-year induction program (see Figure 5).



## aggieTERM: Implementation Year

January 2019 – May 2020

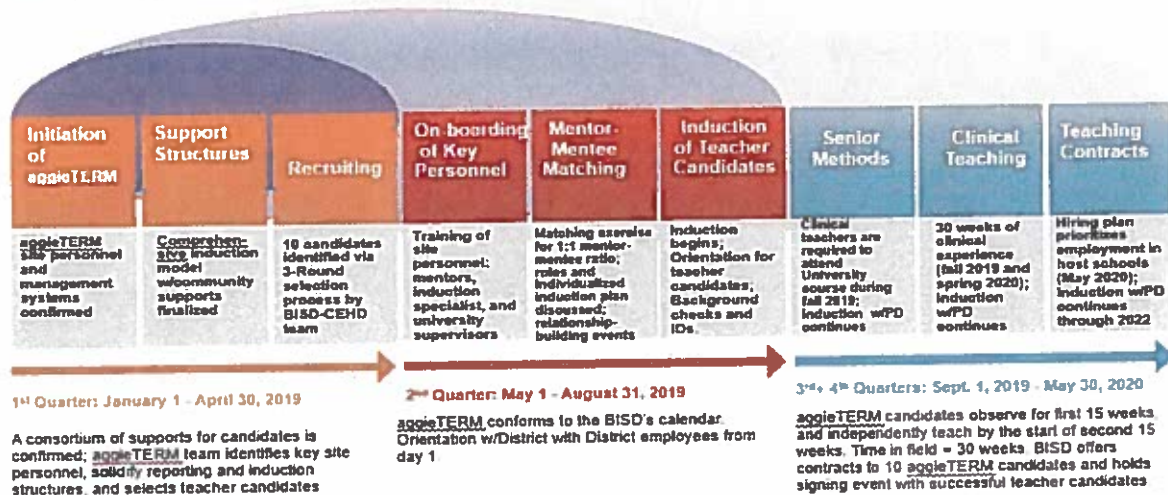


Figure 5. aggieTERM's implementation year.

- A. The CEHD clinical teaching calendar will be adjusted to allow clinical teachers to start the school year with BISD's academic calendar.
- B. Targeted training to effectively onboard all aggieTERM personnel (mentors, site coordinator, university supervisor) on the evaluation instruments for the clinical teachers. A crucial element of onboarding the key personnel is for them to work on ensuring that program coursework and clinical experiences match district protocols and language.
  - Mentors – Mentors are key personnel whose responsibilities include conducting observations of teacher candidates to ensure fidelity of the program across participating aggieTERM schools. BISD and CEHD will strengthen the training of mentors and supervisors, including an intensive spring training, and will tap stronger mentor teachers to train others. BISD will identify effective mentor teachers who have the attitude, professional competence, communication skills, and interpersonal skills (NFIE, 1999). Mentoring is a key component of effective teacher induction programs because the mentor and teacher candidate work in close proximity to each other. Mentors and teaching candidates are paired in a 1:1 ratio and the mentors. The mentor and mentee are provided with a reduced teaching load in order for mentors to provide beginning teacher candidates with practical information, serve as a guide, offer feedback, and opportunities for reflection.
  - Coaches - A coach is a trusted school leaders who helps a teacher candidate move between from a lower to higher level of pedagogical performance levels by sharing giving feedback and offering suggestions for improvement (Marzano & Simms, 2013). When coaching is conducted in a systematic approach via coaching cycles (Knight et al., 2015), it may be used as a reflective tool (Teemant, 2014) that transforms practices of teachers in underserved communities (Suarez, 2018). The site leader for aggieTERM, who does not have evaluation duties of the teacher candidates, will serve as their instructional coach.
  - University Supervisors - University supervisors, in a 1:3-4 ratio, will interact in-person with teacher candidates eight times during the year-long residency to observe, assess, conference with, and encourage each student teacher. The university supervisor will conduct a minimum of four (three to be completed prior to submission of the edTPA performance assessment) formal observations of the teacher candidates using university-approved instruments to identify teaching behaviors in effective instruction, lesson planning, assessment, language of instruction, classroom management, use of technology, and professionalism.

C. Community Mentors – Innovative residencies are finding success by matching community leaders with teacher candidates who help them settle into a new community (Clark, Zygmunt, Clausen, Mucherah, & Tancock, 2015). In hard-to-staff schools, teachers' perceptions of families in learners' education are strongly related to their decisions to remain in the school. Teacher-family relationships impact the retention rates between low and high poverty schools as a factor in workplace conditions for teachers (Johnson, Kraft, & Papay, 2012). Community mentors, who serve as connectors or cultural ambassadors, impart the strengths and values of the children and families with whom candidates teach during their placement. Consistent with the literature, families from underserved communities can be intimidating for new teachers (Ferrera & Ferrera, 2005). However, the family is an overlooked resource that may function to support the socialization of novice teachers in the school district (Epstein, 2018; Ferrara & Ferrera, 2005)

D. Induction Requirements:

- Orientation with host school, community leaders, CEHD, residents and their families (August)
- Residents partnered with their cooperating teachers and grade level team for BISD summer teacher institute (August)
- Weekly meetings of Inductee/Mentor (August through January)
- Bi-weekly meetings of Inductee/Mentor (February through May)
- Two peer classroom observations (By December)
- Attend an offsite conference or workshop (By April 30)
- Creating Individual Induction Plan Goals (Addendum 6)
- Completion of Needs Assessment for Teacher Inductees (Addendum 7)
- Completion of Monthly Teacher Induction Reports (Site/Induction Coordinator - Addendum 8)
- Formative Evaluation of aggieTERM Program (Addendum 9)
- Summative Evaluation of aggieTERM Program (Addendum 10)
- Comprehensive Community Induction Plan - Completion Document (Addendum 11)

**Stage 3: continuous improvement.** In order for aggieTERM to succeed, CEHD recognizes that our teacher preparation programs must be adaptive in responding to BISD's staffing needs. As the future employer of aggieTERM teachers, CEHD recognizes BISD as the esteemed customer of the university's teacher candidates. BISD and CEHD program leaders are open to a fluid process that invites change and leads to processes that are sustainable and provides a high-quality teaching force that BISD deserves.

- A. Communication: Frequent communication is pivotal to the success of aggieTERM. BISD and CEHD program leaders will pause and hold regular online and face to face meetings to formally discuss the teacher residency program. In addition, the district coordinators and university liaisons will meet monthly to discuss teacher candidates' strengths and challenges.
- B. Data sharing: Using teacher performance data BISD and CEHD will collaboratively (1) modify the processes of aggieTERM as needed, and (2) continue to strengthen the aggieTERM pipeline to meet district needs, especially those for bilingual education and diverse candidates. These adjustments will be completed by improving educators' understanding and use of evidence-based practices, leveraging practitioners' professional insights, and changing classroom practice through instructional coaching (Maheady, Magiera, & Simmons, 2016).
- C. Sustained induction: Induction continues for the teacher candidates through the first two years of employment with BISD (see attached sample contract), that includes:
- Quarterly meetings of Inductee and Mentor (August through January)
  - Two peer classroom observations (By May 30)
  - Reimbursable PD (By April 30)

- Completion of Needs Assessment for Teacher Inductees (see Addendum 1)
- Reasonable teaching load that supports the needs of new teachers

D. Evaluation: Guided by the New Teacher Center's Teacher Induction Program Standards (2018), aggieTERM will use multiple measures to gather evidence to inform decision making and engage key stakeholders to take active roles in promoting the growth and sustainability of the partnership. To determine the efficacy of aggieTERM, a quantitative methodology will be employed allowing the utilization of numeric data to describe the phenomena under evaluation (Fitzpatrick, Sanders, & Worthen, 2011). This framework was chosen for several reasons. First, it allows for the collection of data from a large sample size (Center for Innovation in Research and Teaching, 2016). Second, the data sources selected to generate numeric/statistical estimates of the populations (i.e., mentors, teacher candidates, university supervisors, etc.) in the program (Creswell, 2014). Third, statistical results may be viewed by policymakers as providing greater objectivity and credibility (Center for Innovation in Research and Teaching, 2016). Fourth, statistical scores provide comparisons across the data sources and to other research studies (e.g., Levine, 2006; Teach Plus, 2015; U.S. Department of Education, National Center for Education Schools and Staffing Survey [SASS], 2012). Finally, the descriptive data provide the foundation for future qualitative studies into stakeholders' perceptions — allowing for a more in-depth construction and inquiry of aggieTERM's efficacy (Creswell, 2013).

The aggieTERM program leadership will commission monthly roundtable discussions to discuss district needs, trends in aggieTERM data and the implications for their partnership work together to discuss teacher candidate data and any other issues. As a result of district feedback, BISD-CEHD partners will make adjustment to the aggieTERM program, including co-developing an assessment and performance management systems to assess candidate professionalism and the use of evidence-based approaches for mentors, a site supervisor, and university supervisors. BISD and CEHD will also prioritize designing common learning experiences across school sites, which includes building a shared language and ensure standardization. The data sources that guide the implementation of aggieTERM include, but are not limited to, the following:

**Residents.** We will administer multiple surveys to measure residents' sense of self-efficacy. Surveys will be administered three times over the course of their first year as a resident: before the academic year begins (August 2019), mid-year (December 2019), and at the end of the first year (June 2020). We will conduct multiple semi-structured interviews to evaluate residents' attitudes and preferences for teaching in underserved schools. Interviews will take place at the beginning of the academic year (August 2019) and at the end of the year (June 2020). Residents will be expected to maintain a journal throughout their residency program. We will collect journal entries once a month. We will occasionally prompt residents to reflect and write a response on a particular prompt. Otherwise, the residents will reflect and write openly about their experiences. Application data include the HSTP a 50 item survey reliable and valid survey that is designed to measure ten dimensions of teacher readiness for high-need schools (Haberman, 2005; Baskin & Ross, 1992; Baskin, Ross, & Smith, 1996) and the CABI is a 50 item reliable and valid survey (Natesan & Kieftenbeld, 2013) that is designed to measure teachers beliefs about teaching African American, Hispanic and low-income learners. The results of the survey will be ranked ordered.

**Mentor teachers and instructional coach.** We will administer a survey to the mentor teachers' and coach mid-year (January 2019) to analyze their perspectives on the residency program, their role within the program, and their evaluation of the residents' effectiveness as a teacher. We will administer a focus group session for mentor teachers to further reflect on their experiences within the residency program and their role within the program, specifically in supporting residents (February 2019).

**School leaders.** We will administer a survey for school leaders on their perspectives of the residency program as well as their evaluation of the residents within the program and the quality of the relationship between mentor teachers and their residents (March 2019).

**University field supervisors.** Field supervisors will complete a questionnaire regarding questions about their perspectives on their experiences and their role within the residency program, particularly in terms of how they supported the residents (March 2019). As required by the state, six observations throughout the clinical year will be conducted on each resident by their university field supervisors. Field supervisors will complete the required evaluation forms, and we will collect copies of these forms. Residents will occasionally videotape / film segments of their classroom lessons as part of their required self-reflection and critique tasks, needed to complete their certification assessment as required by edTPA's performance requirements. We will collect these videos and reflections to evaluate residents' strengths and areas for improvement in the classroom.

**Safeguards for storing the data.** We have taken measures to protect the confidentiality of all data collected. Data will be stored using a secure server, hosted completely by TAMU. All data will be in cloud storage, and in both transferring and storing the data, the data goes through an encryption process. Access to the data requires two-factor authentication, which is an extra safeguard beyond an ID and password. At every level and category of data, we will have control over the permissions of the data to ensure that only those who need access will have it. Separate passwords are needed to access each category of data. Our storage system also allows for "upload only" access. For example, residents may submit their survey responses to the cloud, and in doing so, will only be able to upload their document. They will not be able to see any links to other data within the storage system, and furthermore will not have access to it. Once they submit their survey to the system, it is encrypted and stored encrypted in the cloud. Because participants are able to submit data directly to the cloud, this limits the possibility of a breach of confidentiality (for example, in contrast to sending survey data over email).

Both institutions, BISD and CEHD, are committed to developing a comprehensive evaluation plan, which is formative and summative in nature, for appraising teacher candidates and key personnel, and also aligns with district priorities. aggieTERM may serve as a template for a future, sustainable teacher residency model for CEHD undergraduate teaching programs to support small and hard-to-staff school districts.

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Partner LEA(s)

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.

[illegible]

## **ADDENDA ITEMS**

Addendum 1  
**CLINICAL TEACHER RESPONSIBILITIES**

- Report to school on time and remain until the designated end of the school day.
- Make clinical teaching a top priority for 1 full year.

**ORGANIZATION**

- Turn in a weekly teaching schedule to your university supervisor as designated by him/her. Notify your supervisor immediately if changes occur in this schedule.
- Notify the school, the cooperating teacher and the university supervisor as soon as possible if absent. Submit all absences and make-up days in the Student Data Portal.

**PREPARATION**

- Provide the mentor/cooperating teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to alleviate misuse of time and misbehavior of students.
- Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson.
- Plan for the most efficient methods for carrying out classroom procedures and lesson transitions.
- Allow for flexibility in teaching by planning for interruptions or time constraints.

**INSTRUCTION**

- Know and understand the major principles and concepts of the material to ensure high levels of teaching competence.
- Sequence instructional events to enhance student understanding.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that enhances multicultural understanding.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
- Present directions in a clear, sequential manner.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.
- Encourage creativity by accepting students' ideas to enrich class experiences.

**STUDENT RELATIONS**

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Develop with the cooperating teacher a specific classroom management plan that complements both the existing plan and your strengths as a new teacher.
- Maintain a firm, but friendly relationship with each student.
- Be aware of the students' social and emotional needs.
- Be a respectful listener.

**PROFESSIONALISM**

- **Wear appropriate professional attire.**
- Develop an individual plan for self-evaluation/reflection.
- Set short-term goals.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Be discreet with any confidential information.
- Become familiar with public school organizations and programs by attending any school and/or parent meetings when appropriate.
- Attend all supervisor seminars.
- Collaborate with other faculty members/clinical teachers in your building in sharing instructional ideas, materials and technology.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.
- Be familiar with school policies and procedures.
- Contact your supervisor with questions/concerns.



Addendum 2  
**MENTOR / COOPERATING TEACHER RESPONSIBILITIES**

**PREPARATION**

- Prepare the classroom students to receive the clinical teacher as a professional co-worker.
- Prepare a workspace for the clinical teacher with a desk, chair, shelves, curriculum guides and teaching materials.
- Participate in a cooperating teacher orientation session with the university supervisor.

**ORIENTATION**

- Orient the clinical teacher to the students, the school calendar/daily schedule, the building facilities and resources, the personnel – administrators, faculty, and staff, school policies/procedures, the community, and professional opportunities.

**INDUCTION**

- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and clinical teacher are both in the classroom.
- Choose a specific time for planning together on a daily/weekly basis.
- Guide the clinical teacher toward effectiveness by: monitoring effective use of time, requiring written lesson plans two days in advance of teaching, creating a climate that encourages questioning and self-reflection, praising and encouraging, keeping interactive lines of communication open and discuss problems frankly, one at a time, sharing professional experiences and materials, capitalizing on the special interests, talents, and abilities of a clinical teacher in order to enrich the curriculum, encouraging the use of alternative instructional and management techniques, and guiding the acceptance of varied school duties and tasks which represent a teacher's workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the clinical teacher to assume full responsibility of the classroom instruction and management for two two-week sessions during the semester.
- Give specific instruction on how to set up a classroom for the beginning of the year.

**EVALUATION**

- Provide weekly written and verbal feedback to the clinical teacher.
- Promote daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the clinical teacher's effectiveness in the planning/teaching process.
- Assist the clinical teacher in implementing recommendations received during the daily evaluation sessions.
- Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth/Probation Plan whenever necessary to encourage timely change.
- Free the student to confer with the university supervisor following the observation.
- Complete a mid-point and final evaluation of the clinical teacher's progress.
- Participate in a mid-point and final conference with the clinical teacher and supervisor.
- Contact the university supervisor with questions/concerns.

**PROFESSIONALISM**

- Accept each clinical teacher as an individual and refrain from comparison of her/him with previous clinical teachers.
- Free the clinical teacher to attend all required seminars, which are part of her/his clinical experience.
- Leave the clinical teacher alone in the classroom so that she/he can have a feeling of independence and an opportunity to learn from her/his mistakes. Be sure this occurs gradually and indicate where you may be located in case of emergency.
- Introduce the clinical teacher to professional journals, resources and organizations.
- Invite the clinical teacher to campus meetings, parent meetings, and parent/teacher conferences when appropriate.
- Qualifications: 3+ years teaching experience; current Texas teaching certification (in primary certification category of clinical teacher); accomplished educator (as shown by student learning); willingness to complete cooperating teacher training and report clinical teacher's progress to supervisor; commitment to guide, assist and support clinical teacher in planning/classroom management/instruction/assessment/working with parents/obtaining materials/district policies.

## **Addendum 3**

### **UNIVERSITY SUPERVISOR RESPONSIBILITIES**

#### **LIASION**

- Act as a liaison between the participating schools and the Field Experiences Office.
- Communicate regularly with principals, cooperating teachers, clinical teachers and the Field Experiences Office.
- Provide guidance and support to the cooperating teacher in assuming his/her role.

#### **INSTRUCTION**

- Before the clinical teacher arrives, conduct a cooperating teacher orientation that provides information concerning the program, required responsibilities, and effective communication with the clinical teacher, cooperating teacher and university supervisor.
- By the first official day of the clinical teaching semester, conduct a clinical teacher orientation that reviews the handbook, emphasizes responsibilities (academic, moral, ethical, legal) and shares information needed to make a smooth transition from being a university student to being a successful teacher.
- Plan and facilitate at least 2 seminars for the professional development of clinical teachers. Possible seminar topics include: the lesson cycle, learning styles, interviewing skills, first year teaching expectations.

#### **OBSERVATION/ EVALUATION**

- Pre-conference with clinical teacher prior to each formal observation.
- Conduct 4-formal, 45-minute observations to assess and evaluate clinical teachers on teaching, planning, management and professionalism. Complete the online observation form for each of the 4-formal observations within 48 hours. Once the student reflects on the observation, a copy will be sent to the clinical teacher, cooperating teacher, campus administrator, university supervisor and the Field Experiences Office. Additional observations should be conducted if the clinical teacher is not progressing satisfactorily.
- Lead an interactive post-conference following each formal observation.
- Facilitate a mid-point and final conference with the clinical teacher and cooperating teacher.
- Complete a mid-point and final evaluation of the clinical teacher's progress. Submit an electronic copy of the evaluation within 48 hours on the conference, including comments from the cooperating teacher.
- Guide the clinical teacher's growth in reflective thinking and self-evaluation.
- Evaluate the clinical teacher's lesson plans and offer feedback.
- Monitor the clinical teacher's notebook - read cooperating teacher feedback and clinical teacher journal entries.
- Document any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management. Notify the Field Experiences Office and complete a Growth/Probation Contract online if there are areas of concern.

#### **PROFESSIONALISM**

- Continue professional development by attending and participating in supervisor seminars, reading professional journals and attending conferences.
- Write recommendation letters for clinical teachers who are applying for initial teaching jobs.
- Serve as a mentor to a new clinical teaching supervisor, if requested.
- Communicate regularly with the Field Experiences Office with concerns or suggestions for

programmatic changes.

- **Qualifications:** 3+ years teaching experience; Master's degree; current Texas teaching certification (in primary certification category of clinical teacher) and/or current principal or superintendent certification; accomplished educator (as shown by student learning); experience mentoring new teachers; T-TESS Field Supervisor or Appraiser trained; commitment for one academic year, if needed.

## **Addendum 4**

### **Bios of AggieTERM Team**

#### ***Bryan ISD***

Dr. Barbara Ybarra, the Associate Superintendent of Teaching and Learning for Bryan ISD, began serving students as a high school teacher in 1996. Over the next 20+ years she accepted opportunities to put her talents and energy toward helping a broader population of students by serving as an instructional technology specialist and a professional development specialist.

After serving as principal of summer school programs, Dr. Ybarra successfully implemented one of the first 1:1 initiatives in the Texas and worked with thousands of teachers, students and families to maximize the instructional benefit of student-issued laptops. She was recognized as an Apple Distinguished Educator and along with team accepted the CoSN TEAM award. She then returned to campus leadership as Dean of Instruction before accepting the role of Chief Technology Officer. In 2013, capitalized on her aptitude for data-driven decision-making and transitioned to Assistant Superintendent of Student Services and Accountability. She oversaw district planning, assessment and accountability, technology services and counseling services, among other programs and services. In 2016, she was elevated to serve as the Associate Superintendent for Teaching and Learning, expanding her oversight to include curriculum and instruction, special education, and bilingual education.

Dr. Ybarra earned her doctoral degree in Educational Leadership from Lamar University in 2016, where she was awarded the Jane Irons Dissertation of the Year Award. She received a master's degree in Educational Administration from Texas A&M University and a bachelor's degree in History & Political Science from Culver-Stockton College.

#### ***Texas A&M University – College of Education and Human Development***

**Dr. Cheryl J. Craig** is a Professor and the Houston Endowment Endowed Chair in Urban Education at Texas A&M University (TAMU). Previously, she was a Professor, Coordinator of Teaching and Teacher Education, and the Director of Elementary Education at the University of Houston (UH). From 2009 to 2015, she served as the Executive Secretary of the International Study Association of Teachers and Teaching. She is a Past-President of the American Association of Teaching and Curriculum (2005) and the current Chair of the Lives of Teachers Special Interest Group (SIG) of the American Educational Research Association (AERA). In 2011, she was named an AERA Fellow, the most highly esteemed honor in the field of education. In 2012, she received the American Educational Research Association Division B (Curriculum) Lifetime Achievement Award. Dr. Cheryl Craig's more recently conferred awards include the President's Award from the American Association of Teacher Educators in 2014, and AERA's highly coveted Michael Huberman Award, which she received in 2015. Her latest honors have been the 2016 Wall of Fame Award, the highest honor bestowed by Brandon University (her Canadian undergraduate university) and a 2017 Mentorship Award from TAMU's College of Education and Human Development.

**Dr. Valerie Hill-Jackson** is a Clinical Professor of Educator Preparation and the Director of Educator Preparation Programs and Partnerships at Texas A&M University. Since 2012, Hill-Jackson has served as the Senior Researcher for the Haberman Educational Foundation, which disseminates the research of Dr. Martin Haberman on educator preparation. Hill-Jackson is also an American Educational Research Association (AERA) / Spencer Fellow and a Fulbright Scholar. Dr. Hill-Jackson's books include: *Transforming Teacher Education: What Went Wrong with Teacher Training and How We Can Fix It* (Stylus, 2010); *Better Principals, Better Schools: What Star Principals Know, Believe, and Do* (IAP, 2016); *Better Teachers, Better Schools: What Star Teachers Know, Believe, and Do* (IAP, 2017); *Teacher Confidential: Personal Stories of Stress, Self-Care, and Resilience* (IAP, 2018) and; *What Makes a Star Teacher: 7 Dispositions That Support Student Learning* (ASCD, forthcoming).

**Dr. Marlon C. James** is an Assistant Professor of Urban Education, and the Co-Director of the Collaborative for Advancing Urban School Excellence (C.A.U.S.E.) at Texas A&M University. He earned a Doctorate in Curriculum and Instruction with foci in urban and multicultural education from Texas A&M University (2008) as the 2005 PhD Diversity Research Fellow. He took his B.S. and M.S. in Sociology of Race & Ethnic Relations from Illinois State University as the first Future Professor Scholar in 1998, and voted by the faculty as the 2012 outstanding alumna. Dr. James' research, teaching and service center on transforming learning and teaching in urban schools, and organizing community resources to meet the developmental needs of young men of color. Dr. James' most current research presents the SPARK of Genius, an aspirational framework establishing cultural, social and academic benchmarks for young men of color based upon the experiences, wisdom and insight of successful men of color.

**Dr. Andrew Kwok** is an assistant professor in the Department of Teaching, Learning, and Culture (TLAC). He received his doctorate from the University of Michigan in Educational Studies and worked at California State University, San Bernardino. His research focuses on preparation and support of classroom management for beginning teachers, particularly those in or interested in going to urban environments. He also has research interests around beginning teacher induction, coaching, and mentoring, stemming from his work as a co-principal investigator of research with the Center of Teacher Innovation within the Riverside County of Education and partnered with the University of California, Riverside. He explores how different support systems can impact beginning teacher success and retention. He has authored or co-authored multiple articles in the area of classroom management, urban education, teacher education, and teacher retention in journals such as *Educational Researcher*, *Journal of Teacher Education*, *Urban Education*, and *Journal of Classroom Interaction*.

**Dr. Miranda F. Walichowski** is the Undergraduate Coordinator of the Bilingual Education Teacher Preparation Program at Texas A&M University, College Of Education and Human Development, in the Department of Educational psychology since 2009. Previously, she was a bilingual teacher. She served as a Director of Education at a Sylvan Learning Center working with curriculum for students from Pre-K to those preparing for GED. Her scholarship interest include teacher effectiveness via coaching and instructional coaching.

## ADDENDUM 5

### Aggie Teacher Education Residency Model (aggieTERM)

#### Needs, Benchmarks / Critical Success Factors, and Modification Plan

**SMART Goal:** At the end of the 2019-2020 academic school year that includes a year-long authentic and rigorous residency program, 100% of the 10 high-quality aggieTERM EC-6 Bilingual and English as a Second Language teacher candidates will be hired by Bryan ISD, as measured by project evaluation data (e.g., application documents, individualized induction plan, edTPA performance assessment, TExES certification scores, program surveys, and residents' school placement data) embedded in a Comprehensive Community Induction Approach.

Needs	Objectives	Benchmarks / Critical Success Factors	Milestones	Modifications
<b>NEED 1: RETENTION.</b> Bryan ISD's demographic data confirm that 23% of all new teachers, nearly one in every four, leaves the District every year. Consequently, Bryan ISD has a very high attrition rate and is need of improved selection and support techniques to stem its very high turnover rate.	1. <i>To place 10 early childhood through grade 6 Bi-lingual and ESL TAMU pre-service teachers in Bryan ISD schools for year-long authentic clinical experience for the 2019-2020 academic year.</i>	<b>1st Quarter</b>  By the end of quarter, Haberman Star Teacher Pre-screener (HSTP) survey and Cultural Awareness Belief Inventory (CABI):  A. 100% of teacher candidates are identified as having the cultural and experiential background that predicts their persistence in the program and District  B. 100% express commitment to remain in Bryan ISD for the 2020-21 academic school year	<ul style="list-style-type: none"> <li>3-Round recruiting and selection plans finalized</li> <li>Application and selection instruments finalized, administered, and data analyzed</li> <li>aggieTERM handbook, with induction plan, finalized</li> <li>Highly effective mentors for a 1:1 ratio and university supervisors 1:3-4 ratio are identified</li> <li>Community Mentors assigned to each teacher candidate to help them feel connected to the learners, families, and communities they serve</li> </ul>	Using the 10 Teacher Induction Standards (New Teacher Center) residency experts and consultants review aggieTERM's recruitment, selection, and induction models, as well as evaluation instruments (e.g. application documents, individualized induction plan, edTPA performance assessment needs, program surveys, etc.) and changes to these protocols are guided by evidence-based recommendations
		<b>2nd Quarter</b>		

		<p>By the end of quarter, teacher candidate/resident satisfaction and self-efficacy surveys reveal:</p> <p>A. 100% of the teacher candidates of the express the desire to remain in Bryan ISD for the 2020-21 academic school year</p>	<ul style="list-style-type: none"> <li>• Surveys of mentor /cooperating teacher and university supervisor are finalized</li> <li>• Onboarding of 10 high quality teacher candidates recruited by the aggieTERM team (BISD + CEHD personnel)</li> <li>• Culture of professionalism and support via induction plan</li> <li>• Onboarding of mentors</li> <li>• Surveys of mentor /cooperating teacher and university supervisor to be completed by teacher candidate</li> </ul>	<p>aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet monthly to review data from surveys to determine what's working and identify areas of improvement; induction approach is revised as needed to include interventions (c.g. of increased contact time with mentors, growth plans, community events, etc.)</p>
	<p>3<sup>rd</sup> Quarter</p> <p>By the end of quarter, teacher candidate/resident satisfaction and self-efficacy surveys reveal:</p> <p>A. 80% persist in the aggieTERM program;</p> <p>B. Of the 80%, 100% express the desire to remain in Bryan ISD for the 2020-21 academic school year</p>	<p>By the end of the quarter:</p> <p>A. Using application documents, 100% of the 10 teacher candidates are identified as being reflective of the Bryan ISD student demographics</p> <p>B. 100% of teacher candidates, per the HSTP and Cultural Attitude Belief Inventory (CABI), have the disposition for teaching underserved learners</p>	<ul style="list-style-type: none"> <li>• 10 high quality teacher candidates recruited by the aggieTERM team (BISD + CEHD personnel)</li> <li>• Highly selective recruitment process, with 3-Round protocol, is utilized. Recruit within the TLAC bilingual program in particular. Interested applicants will submit their application for review.</li> <li>• The 10 residents will have completed surveys and</li> </ul>	<p>aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet twice monthly to review feedback from data of teacher candidates' and promote activities to determine community match and satisfaction by teacher candidates. Where there are little cultural connections,</p>
<p><b>NEED 2: SELECTION.</b> As confirmed in Bryan ISD's Every Child Succeeds Act (ESSA) Equity Plan, the diversity of the teaching staff (70% white and 20% Hispanic) in relation to the diversity of the students (78% students of color (56% Hispanic, 19% African American, and 2% other), 75% economically disadvantaged, 24% ELLs, and 68% are placed at-risk)</p>	<p><i>Objective 1: To recruit 10 aggieTERM teacher candidates' demographic profiles for the 2019-2020 academic year matches the demographic needs of the K-12 learners in Bryan ISD.</i></p> <p><i>Objective 2: To select 10</i></p>			



<p>is not parallel. Therefore, Bryan ISD has a pressing need to create a teaching force that reflects the student profile.</p>	<p><i>aggieTERM teacher candidates whose demographic profiles for the 2019-2020 academic year matches the demographic needs of the K-12 learners in Bryan ISD.</i></p>	<p>2<sup>nd</sup> + 3<sup>rd</sup> Quarters</p> <p>By the end of the quarter:</p> <p>A. 8 of 10 teacher candidates come from similar backgrounds as BISD's K-12 learners</p> <p>B. 100% of the remaining 8 candidates enjoy working with diverse learners and their families</p>	<p>interviews to measure their attitudes, and self-efficacy for teaching in underserved schools and in Bryan ISD in particular.</p> <ul style="list-style-type: none"> <li>We will conduct multiple semi-structured interviews to evaluate residents' attitudes and preferences for teaching in underserved schools in the 1<sup>st</sup> quarter and 3<sup>rd</sup> quarter.</li> <li>Teacher residents' school placement assignments</li> <li>Interactions with Mentor families</li> <li>Completion of 2 community events as confirmed by individualized induction plan</li> <li>We will conduct multiple semi-structured interviews to evaluate residents' attitudes and preferences for teaching in underserved schools in the 1<sup>st</sup> quarter and 3<sup>rd</sup> quarter.</li> </ul>	<p>additional cultural responsive training will be provided (e.g. neighborhood visits; cultural events; literature/assigned readings; roundtables, etc.)</p>
<p><b>NEED 3: SUPPORT NOVICE TEACHERS' DEVELOPMENT.</b> Bryan ISD's demographic data validate that 51% of teachers have 5 years or less of teaching experience. Hence, Bryan ISD has a demonstrated need of a novel preparation and comprehensive induction plan that supports the development of their novice teaching force who can remain in</p>	<p><i>Objective 1: To assure that the 10 aggieTERM teacher candidates / residents are provided with best practices for an authentic year-long residency experience during the 2019-2020 academic year that nurtures their development as</i></p>	<p>1st Quarter</p> <p>By the end of the quarter,</p> <p>A. A Comprehensive 'Community' Induction Plan is implemented</p>	<ul style="list-style-type: none"> <li>A Comprehensive 'Community' Induction Plan is finalized</li> <li>Teacher candidates' Individualized Induction Plan (IIP) are created. Induction Portfolio w/Professional Development activities initiated</li> <li>Training of site personnel is completed</li> <li>Teacher candidates' surveys of mentors, university supervisors, and program are finalized</li> </ul>	<p>N/A</p>

the district beyond five years.	high quality teachers.	<p>2<sup>nd</sup> Quarter</p> <p>By the end of quarter, aggieTERM stakeholders reveal:</p> <p>A. 100% of teacher candidates agree on the induction evaluation surveys that "training offered by CEHD and Bryan ISD helps me to be effective in my job"</p> <p>B. 100% of the mentor teachers, school leaders, and field supervisors rate the teacher candidates as 'proficient' on the observation forms</p>	<ul style="list-style-type: none"> <li>Teacher candidates' mid self-efficacy scores are conducted and analyzed</li> <li>Onboarding of highly qualified site personnel (building administrators, mentors/cooperating teacher (1:1 ratio), and university supervisor (1:3-4 ratio) and teacher candidates</li> <li>Induction Portfolio w/Professional Development activities continues</li> <li>Teacher candidates' surveys of mentors, university supervisors, and program are collected and analyzed</li> <li>BISD arranges to:               <ul style="list-style-type: none"> <li>Match mentors and teacher candidates in a 1-to-1 ratio</li> <li>protect the mentoring time of 2.5 hours per week</li> <li>Professional Development activities are identified with teacher candidates</li> </ul> </li> </ul>	<p>aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet twice monthly to review feedback from teacher candidates' surveys, semi-structured interviews, individualized induction plans, and activities to determine teacher candidates' proficiencies and deficiencies give insight for how to adapt induction plans</p> <p>Coaching provided to Teacher candidates to improve pedagogical skills</p> <p>Growth plans will be implemented for all teacher candidates to support struggling teachers and reinforce effective practices</p>
		<p>3<sup>rd</sup> Quarter</p> <p>By the end of quarter, aggieTERM stakeholders reveal:</p>	<ul style="list-style-type: none"> <li>Teacher candidates' post self-efficacy scores are conducted and analyzed</li> <li>Induction Portfolio w/Professional Development</li> </ul>	

		<p>A. 100% of teacher candidates agree on the induction evaluation survey that "training offered by CEHD and Bryan ISD helps me to be effective in my job"</p> <p>B. 100% of the teacher candidates successfully complete their edTPA performance assessments</p> <p>C. 100% of the mentor teachers, school leaders, and field supervisors rate the teacher candidates as 'proficient' on the observation forms</p> <p>D. 100% successfully complete their TExES content certification</p>	<p>activities continue w/2-year continuation plan post hire</p> <ul style="list-style-type: none"> <li>Teacher candidates' surveys of mentors, university supervisors, and program are collected and analyzed</li> <li>edTPA performance assessment is completed</li> <li>Teacher candidates complete the Haberman Peer Assessment Protocol</li> <li>TExES certification successfully completed</li> </ul>	
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## Addendum 6

### Creating Your Individual Induction Plan Goals

**Directions:** Your formal induction into the profession will begin when you accept a job in the Bryan Independent school district. When you are officially accepted into the aggieTERM program by the district, we will invite you to a workshop to describe the components of the induction program. The induction program will begin with personalized goal statements you write at the conclusion of the first aggieTERM induction meeting.

Your goals will become the baseline goals for your Individual Induction Plan (IIP). As a part of creating your IIP for the district induction program, you will create action steps and set a timeline for meeting these goals.

Goals must be set in each of the four domains of the Texas Teacher, Evaluation, and Support System (T-TESS).

**Conduct a self-evaluation of your teaching performance competence and establish professional growth goals for your Year-One Induction Plan.**

To establish IIP goals, you should use the same process you have followed throughout the fieldwork and seminars of the aggieTERM program:

1. Consider carefully what you have learned about yourself as an educator during field and coursework.
2. Reflect on your areas of strength and your areas of desired growth related to the T-TESS competencies.
3. Examine the focus of comments received from your collaborating teacher and supervisor.
4. Examine any competencies that received low ratings on your final evaluation.
5. Reread the continuing professional growth goal statements on artifact reflections in your Teaching Portfolio.
6. Within the six domains, select the areas you feel are most critical to improve during your initial teaching year.
7. For each domain state a goal that is observable, assessable and for which you will be able to gather evidence of meeting or working toward meeting your goal within a reasonable time period. Begin each goal statement with an action verb, *e.g.*, strengthen, investigate, explore, integrate, develop, construct, implement, maximize, initiate, improve, enhance.
8. Select/share goals and potential action steps with a peer, your seminar leader, mentor teacher, and/or university supervisor.

Addendum 7  
**NEEDS ASSESSMENT FOR TEACHER INDUCTEES**

Inductee \_\_\_\_\_ Mentor \_\_\_\_\_  
Building \_\_\_\_\_ Date \_\_\_\_\_

Some typical components of the Framework of Teaching are listed below. Please review with your assigned mentor.

**Domain 1: Planning and Preparation**

1. Individual Differences
2. Lesson Plans
3. Materials Acquisitions
4. Special Education
5. Pupil Support Services
6. IU Resources
7. Pupil Grading
8. Portfolio Assessment
9. Other

**Domain 3: Instruction**

1. Meeting the Nazareth Area School District Benchmarks for the PA Academic Standards
2. Curriculum Mapping
3. Courses of Study
4. Integrated Language Arts Program
5. Instructional Delivery Models (Teaching Strategies)
6. Communicating clearly and accurately
7. Demonstrating flexibility and responsiveness
8. Other

**Domain 2: The Classroom Environment**

1. Classroom Management
2. Discipline
3. School Facilities
4. School Procedures (Classroom and Non-Classroom)
5. Custodial / Clerical Relations
6. Nurse/First Aid
7. CPR/AED
8. Other

**Domain 4: Professional Responsibilities**

1. Professionalism
2. Record keeping/Reporting
3. School Philosophy
4. Public Relations
5. Teacher Evaluation
6. Parent/Teacher Relationships
7. Parent Conferences
8. School Policy/Procedures
9. School Handbook/s
10. Summer Programs
11. Budget
12. Contributing to the School and District
13. Other

**Addendum 8**  
**MONTHLY TEACHER COACHING + INDUCTION REPORT**

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_  
Building \_\_\_\_\_ Month \_\_\_\_\_

Topic(s) Discussed

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Action(s) Planned

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Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Comments:

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Addendum 9  
**FORMATIVE EVALUATION OF aggieTERM PROGRAM**  
*(To be filled out by inductee)*

1. Did this program provide the support that you needed to make the transition to the Bryan Independent School District? Explain.
  
  
  
  
  
  
  
  
  
  
2. What things would you suggest be added to aid an incoming teacher?
  
  
  
  
  
  
  
  
  
  
3. What changes in the program would you recommend?
  
  
  
  
  
  
  
  
  
  
4. To what extent were the following objectives met by the program?

	Excellent	Good	Fair
* Improvement of teaching skills	_____	_____	_____
* Adjustment to district and building standards and methods of operation	_____	_____	_____
* Adjustment to student needs	_____	_____	_____
* Assessment of professional development	_____	_____	_____

\_\_\_\_\_  
Inductee's

\_\_\_\_\_  
Signature Date



Addendum 10

**SUMMATIVE EVALUATION OF aggieTERM PROGRAM**  
(To be filled out by inductee)

1. Did this program provide the support that you needed to make the transition to the Bryan Independent School District? Explain.
  
  
  
  
  
  
  
  
  
2. What things would you suggest be added to aid an incoming teacher?
  
  
  
  
  
  
  
  
  
3. What changes in the program would you recommend?
  
  
  
  
  
  
  
  
  
4. To what extent were the following objectives met by the program?

	Excellent	Good	Fair
* Improvement of teaching skills	_____	_____	_____
* Adjustment to district and building standards and methods of operation	_____	_____	_____
* Adjustment to student needs	_____	_____	_____
* Assessment of professional development	_____	_____	_____

\_\_\_\_\_  
Inductee's

\_\_\_\_\_  
Signature Date

Addendum 11

**INDUCTION COMPLETION DOCUMENT**  
(To be completed by the Mentor and due with Professional Portfolio)

Mentor \_\_\_\_\_ Inductee \_\_\_\_\_

Activities	Dates of Participation
I. District Orientation Session	_____
II. Topics in Student Services	_____
III. Conferencing with Parents Workshop	_____
IV. Special Topics in Curriculum and Instruction	_____
V. Professional Portfolios Mid-Year Workshop	_____
VI. Evaluation of CCIP Meeting	_____

VI. Monthly Report to Principals/Assistant Superintendent

Sep\_\_\_\_ Oct\_\_\_\_ Nov\_\_\_\_ Dec\_\_\_\_  
Jan\_\_\_\_ Feb\_\_\_\_ Mar\_\_\_\_ Apr\_\_\_\_

VII. Peer Observations

Teacher's Name	School	Date
1. _____	_____	_____
2. _____	_____	_____

VIII. Off-Site Workshop/Conference

Topic	Date
_____	_____

IX. Professional Portfolio Submitted

\_\_\_\_\_

Date

This certifies that the above named inductee participated in and successfully completed the requirements of the aggieTERM Induction Program during the 2019-2020 school year.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **Addendum 11 (cont.)**

### **Professional Portfolios**

One of the greatest skills of an educator is reflection. Being able to reflect upon one's practice and grow from the reflection is the demonstration of professionalism to the highest caliber and indicative of a life-long learner. The creation of a professional portfolio at a time of transition (either to a new district or to a new profession) provides one the opportunity to not only reflect upon practice, but to set goals and collect evidence around the goals selected. It offers the chance to celebrate success and to contemplate the question "what would I do differently if I had to do it all over again." The examples of accomplished practice that portfolios provide also can be studied and adapted for use in other classrooms."

#### **Requirements of the Professional Portfolio for Induction**

As part of the aggieTERM Comprehensive Community Induction Program (CCIP), *each inductee will create a professional portfolio to be submitted by April 30, 2020.* The portfolio should include the following:

- 1) Selection of a District or Building Goal
  - i. Action plan based on the selected goal (focused on the 3 tasks of edTPA)
  - ii. Evidence of the actions taken
- 2) Selection of Teacher Goal
  - i. Action plan based on the selected goal (focused on the 3 tasks of edTPA)
  - ii. Evidence of the actions taken
- 3) Selection of a Learner Goal
  - i. Action plan based on the selected goal (focused on the 3 tasks of edTPA)
  - ii. Evidence of the actions taken
- 4) Mid-Year Reflection
  - i. Reflection on progress toward meeting goals
  - ii. Discussion with Mentor concerning progress
- 5) End-of-Year Reflection
  - i. Reflection on action plans taken to reach goals
  - ii. Review/Discussion with Principal

# **Bryan ISD**

Letter of Support

Memorandum of Understanding



November 5, 2018

Texas Education Agency  
c/o Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701-1494

To Whom It May Concern:

It is my pleasure to write this letter of support for the Grow Your Own, Teach Program Cycle 2/Path 3 grant application with Texas A&M University (TAMU). The Aggie Teacher Education Residency Model (aggieTERM) offers 10 prospective TAMU teachers an authentic year-long teaching experience. Ensuring that all K-12 students have access to a high-quality diverse teacher workforce that is prepared to excel in the classroom is one of our Board's top priorities.

The aggieTERM project would provide the opportunity for preservice teachers to participate in an evidence-based residency program and secure a commitment to serve in one of our high-needs schools for three years following graduation. The goals of this grant are aligned with the district's ESSA Equity Plan and focus on the retention of highly effective teachers. As a district we are committed to supporting these teachers through their residency program and induction to the teaching profession.

We believe that this project is crucial to ensuring that the opportunity to a quality education is accessible to our students. We are happy to be a part of this partnership and look forward to working with Texas A&M University. We are excited for the positive outcomes that this will bring students in Bryan ISD.

Sincerely,

Mark McCall  
President  
Bryan ISD Board of Trustees

# **MEMORANDUM OF AGREEMENT**

**For Collaborations Between**

**BRYAN INDEPENDENT SCHOOL DISTRICT**

**Bryan, Texas**

**And**

**TEXAS A&M UNIVERSITY**

**College Station, Texas**

Whereas the above named parties recognize that a Memorandum of Agreement (MoA) would be of mutual benefit and provide opportunities for collaborative research, educator preparation and professional development, and support for Bryan Collegiate High School (BCHS), it is agreed that:

## **Research**

- 1.01 Each party will promote collaborative faculty engagement for research programs related to topics such as educational programming, student attainment, and programmatic assessment.
- 1.02 TAMU shall obtain BISD's consent prior to conducting any research related activities in connection with BISD's performance under the MoA.

## **Educator Preparation and Professional Development**

- 2.01 Each party will promote opportunities for educator and other professional preparation including recruitment and placement of Texas A&M University (TAMU) students in field experiences and collaborative engagement activities for students from both parties.
- 2.02 Each party will promote professional development activities for Bryan Independent School District (BISD) faculty.
- 2.03 The TAMU College of Education and Human Development (CEHD)
  - 2.03.1 CEHD and BISD will establish Agreements of Collaboration (AoCs) for long-term academic or research initiatives, beyond current or established CEHD programs, that occur at the building level in BISD. These AoCs are arrangements between CEHD and BISD stakeholders that articulate a merging of common interest

between the parties, and indicate anticipated actions, resources, timelines, and outcomes. These AoCs are not legally binding or enforceable documents; rather they are a record of intended commitment between the sub-collaborators linked to the CEHD and BISD Good Neighbor Project. These AoCs do not substitute or supersede this MoA.

2.03.2 CEHD and BISD will seek written permission from TAMU's Office of Brand Development to use TAMU names, logos, service marks, trademarks, trade dress, and trade names (collectively "Texas A&M Marks"), whether or not registered, for decorating program work spaces and on communications that are distributed via electronic venues (e.g. social media, web pages, online newsletters) or hard copy/print. Upon termination of this MoA, BISD and CEHD shall discontinue the use and display of any Texas A&M Marks. BISD acknowledges that the Texas A&M Marks are proprietary marks of TAMU.

2.03.3 CEHD and TAMU will seek written permission from BISD's Department of Communications to use BISD names, logos, service marks, trademarks, trade dress, and trade names (collectively "BISD Marks"), whether or not registered, for decorating program work spaces and on communications that are distributed via electronic venues (e.g. social media, web pages, online newsletters) or hard copy/print. Upon termination of this MoA, CEHD and TAMU shall discontinue the use and display of any BISD Marks. CEHD and TAMU acknowledge that the BISD Marks are proprietary marks of BISD.

#### **Bryan Collegiate High School**

3.01 TAMU will continue ongoing support of BCHS as outlined in the attached letter dated 13 October 2017.

3.02 BISD and BCHS acknowledge that the names, logos, service marks, trademarks, trade dress, and trade names, whether or not registered, now or hereafter owned by or licensed to TAMU (collectively "Texas A&M Marks") are proprietary marks of TAMU. TAMU grants BISD permission to use of the logo depicted in Attachment A on the BCHS gymnasium floor, one (1) exterior sign at BCHS, and one (1) banner in the BCHS gymnasium. BISD and BCHS will not use additional Texas A&M Marks for any purpose except as expressly permitted in writing by TAMU's Office of Brand Development. Upon termination of this MoA, BISD and BCHS shall discontinue the use and display of any Texas A&M Marks.



## **Term**

4.01 This MoA will become effective on the final date of signing and will have a duration of five years.

4.02 This MoA may be terminated by either party by providing 180 days written notice to the other party.

## **General**

5.01 Expenses incurred by each party under this MoA will be the sole responsibility of the appropriate administrative unit of the party that incurred the expense and all activities will be dependent upon budgetary appropriations of the parties.

5.02 All activities conducted under this MoA will be in accordance with all applicable rules and regulations of the parties, and all applicable federal, state and local laws, rules and regulations.

5.02.1 To the extent TAMU employees or students are provided access to or obtain BISD student records in connection with their performance under this MoA, TAMU agrees to require all TAMU employees and students to maintain the confidentiality of any such data as required under the Family Educational Rights and Privacy Act and other applicable BISD policies, state laws and federal laws.

5.02.2 To the extent BISD employees or students are provided access to or obtain TAMU student records in connection with their performance under this MoA, BISD agrees to require all BISD employees and students to maintain the confidentiality of any such data as required under the Family Educational Rights and Privacy Act and other applicable TAMU policies, state laws and federal laws.

5.02.3 TAMU will require all TAMU students and employees who provide services under this MoA to submit to criminal background check as specified under Tex. Educ. Code §22.0834. Further, TAMU shall also be required to provide certifications regarding the same as outlined under Tex. Educ. Code §22.0834. TAMU employees and students with disqualifying criminal histories are prohibited from providing services under this MoA. TAMU shall be responsible for all costs associated with any criminal background checks.

5.03 BISD expressly acknowledges that TAMU is an agency of the State of Texas and nothing in this MoA will be construed as a waiver or relinquishment by TAMU of its right to claim such exemptions, privileges, and immunities as may be provided by law. TAMU expressly

acknowledges that nothing in this MoA will be construed as a waiver or relinquishment by BISD of its right to claim exemptions, privileges, and immunities as may be provided by law.

5.04 It is understood and agreed by the parties that neither party is an employee of the other, and neither they nor their employees, volunteers, representatives or agents contracted by it shall be deemed for any purposes to be employees, volunteers, representatives or agents of the other. Each party assumes full responsibility for the action of its own personnel and volunteers while performing any services to the MoA, and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), worker's compensation, disability benefits, insurance, and like requirements and obligations. Nothing in this MoA shall be construed as a waiver of the immunities provided for by law to the parties, or their employees, volunteers, representatives or agents.

5.05 Each party represents to the other that the execution of this MoA has been duly authorized, and that this MoA constitutes a valid and enforceable obligation of such party.

5.06 No waiver of a breach of any provision of this MoA shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of provision shall be construed to be a waiver of such breach.

5.07 Neither party waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this MoA and performance of the covenants herein.

5.08 This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.

5.09 This MoA is construed under the laws of Texas. Venue is in Brazos County, Texas.

5.10 This Memorandum of Agreement is the complete agreement between BISD and the TAMU with regard to this subject matter and may be amended only by written agreement signed by each of the parties involved.

#### **Designation of Coordinators**

6.01 Each party designates the following officials to serve as Coordinators under this MoA. Any required notice under this MoA shall be delivered to the other party's Coordinator. The individual designated as Coordinator may be revised by either party by providing written notice to the other party.

Texas A&M University:

www.tamu.edu

Ann L. Kenimer

100 J. K. Williams

1248 TAMU

College Station, TX 77843-1248

a-kenimer@tamu.edu

979.845.4016

979.845.6994

Bryan Independent School District:

www.bryanisd.org

Dr. Barbara Ybarra

801 South Ennis

Bryan, TX 77803

barbara.ybarra@bryanisd.org

979.209.1079

The parties have executed this MoA on the date and year last specified below:

Texas A&M University

Bryan Independent School District

Carol A. Fierke

Dr. Carol A. Fierke

Provost and Executive Vice President

Dr. Christie Whitbeck

Dr. Christie Whitbeck

Superintendent

Date: 10/17/18

Date: 10-15-18